

## Textbook Alignment to the Utah Core –Orchestra 3

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Orchestra 3 Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Perform):** Students will use body, voice, and instruments as means of musical expression.

**Percentage of coverage in the *student and teacher edition* for Standard I:** \_\_\_\_\_%

**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I:** \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

**Objective A:** Produce a beautiful tone.

•	Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.			
•	Perform musical examples spanning <i>ppp</i> through <i>fff</i> dynamic levels while demonstrating characteristic tone at each level.			
•	Describe the adjustments needed in arm weight and bow speed/position to perform at the various dynamic levels and extended ranges.			
•	Perform musical examples that utilize pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone using vibrato.			
•	Identify and demonstrate the adjustments and physical development that are required to increase the playing range on a particular instrument.			
<b>Objective B: Demonstrate technical performance skills.</b>				
•	Recognize and correctly perform bowing style markings.			
•	Define bowing terms.			
•	Contrast bowing styles from one style period to another style period.			
•	Identify and perform the keys/scales relating to the works to be studied or performed.			
•	Violins, violas, and cellos perform three octave scales and basses two octaves in all major and minor and chromatic keys.			
•	Demonstrate dynamics ranging from <i>ppp</i> to <i>fff</i> .			
•	Individually and collectively perform musical passages in time and in tune.			
•	Identify incorrect intonation and make necessary adjustments without prompting.			
<b>Objective C: Demonstrate notational literacy.</b>				
•	Correctly explain standard notation symbols in instrumental music.			
•	Perform correct rhythms and pitches while sight-reading.			
•	Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.			
<b>Objective D: Demonstrate productive rehearsal habits.</b>				

•	Show respect for the rehearsal process.			
•	Demonstrate knowledge, use, and care of instrument.			
•	Contribute positively to the risk-taking rehearsal environment.			
•	Assist in the organization and care of music department supplies, facilities, and equipment.			
<b>Objective E: Perform varied repertoire.</b>				
•	Acceptably perform in public and/or for adjudication pieces in the style indicated.			
•	Demonstrate ability to follow the conductor.			
•	Identify and define notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.			
•	Successfully perform individual parts.			
•	Successfully prepare and perform accompanied solos and small ensemble pieces.			
•	Display commendable performance etiquette.			
<b>STANDARD II: (Create): Students will improvise and compose music.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Improvise rhythmic and melodic ideas and phrases.</b>				
•	Improvise “answers” in the same style to given melodic phrases using pentatonic or major or minor scales up to 16 counts in length.			
•	Answer (vocally, then with instruments) phrases provided by the teacher.			
•	Participate in group improvisation using the tones of the pentatonic, Major, or minor scales.			
•	Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.			
<b>Objective B: Record musical thoughts in standard notation.</b>				

•	Correctly use all appropriate terms and symbols in notating simple compositions and arrangements.			
•	Finish notating partially written phrases.			
•	Write variations of a given phrase.			
•	Write a consequent phrase for a given antecedent phrase.			
•	Complete a given partial melody so that it ends in different ways.			
<b>STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Analyze and evaluate musical examples</b>				
•	Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.			
•	Explain how own music played is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).			
•	Discuss these characteristics of music listened to or played.			
•	Compare and contrast styles from a variety of cultures and time periods.			
•	Describe emotions and thoughts the music communicates and how it does so.			
<b>Objective B: Evaluate ensemble performances.</b>				
•	List important criteria for determining the quality of a music performance.			
•	Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.			
•	Demonstrate impeccable behavior while at a concert.			

•	Compare/contrast live musical performances with recordings.			
<b>Objective C: Document personal growth as a musician.</b>				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
•	Explain how the quality of own performance affects the performance of the whole group.			
<b>STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Examine how music relates to personal development and enjoyment of life.</b>				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
<b>Objective B: Experience how music connects us to history, culture, heritage, and community.</b>				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy			

	themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			
•	Explain what the music experienced above means personally.			